



The curriculum for this stage of students' education has been designed to be inclusive to all students providing opportunities to cater for all learners. Its aim is to build and extend the knowledge gained so far in KS3 where they have explored a range of Drama Techniques and styles as well as being able to effectively feedback on performances. The aim of this curriculum is to strengthen these skills whilst allowing students the opportunity to experiment and push themselves further in creating their own pieces of work whether as an actor or as a designer. Students will develop their confidence and understand of the skills needed for if studying at GCSE. In this year, students will devise their own performances, study and perform a set text and also explore a range of theatre practitioners focusing on a practical approach to learning. This should help foster a love of Drama and giving students an opportunity to explore this subject to be able to see its place within the curriculum as well as society

<p><b>HALF TERM 1–PHYSICAL THEATRE</b> Students will be introduced to Physical Theatre and explore different methods on how to incorporate Physical Theatre into a performance.</p> <p><b>STUDENTS MUST KNOW:</b> -What we mean by the term 'Physical Theatre'. -How to perform using Physical Theatre. -The effect that physical theatre has.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on a short-devised performance using the style of Physical Theatre. A written evaluation showing evidence of self and peer assessment.</p>	<p><b>HALF TERM 1: DEVISING</b> Students will be given a devising task based on a range of stimuli which they must choose. Students will work on this project in small groups focusing on their chosen role of designer or actor.</p> <p><b>STUDENTS MUST KNOW:</b> •What we mean by the term 'Devising'. •How to use a stimulus as a tool for devising. •How to structure a piece of theatre to tell effective stories. •How to incorporate the different Drama Strategies to build a performance.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment on a short performance of their devised piece. Students will focus on one scene containing all actors, designers will present their ideas and intentions to the class. Students will also write an evaluation showing evidence of self and peer assessment</p>	<p><b>HALF TERM 3: SCRIPT WORK</b> In this topic students will explore the play 100. This is an abstract style play and students will read and practically explore it focusing on the perspective of being and actor/director and designer.</p> <p><b>STUDENTS MUST KNOW:</b> •The plot and characters of the play 100. •How to perform extracts of the play showing clear understanding of character and themes. •How to reflect on the text as a director/designer and what the roles and responsibilities are of each role.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on a performance of a given extract from 100. A written evaluation showing evidence of self and peer assessment.</p>
<p><b>HALF TERM 4 – LIVE THEATRE REVIEW</b> In this topic students will watch a live streamed production with the focus of writing a review of the production.</p> <p><b>STUDENTS MUST KNOW:</b> •What needs to go into an effective live theatre review. •What to look out for when watching a performance in order to write an effective review e.g. actor performances, lighting, sound, set design etc. •The correct Drama Terminology and use it efficiently within their review.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> A written theatre review showing their understanding and analysis of a streamed production.</p>	<p><b>HALF TERM 5: THEATRE PRACTITIONERS</b> Students will explore a range of different Theatre Practitioners such as Brecht, Stanislavski.</p> <p><b>STUDENTS MUST KNOW:</b> •The facts about each practitioner and the style in which they created theatre. •How to perform using the styles of each practitioner. •How to reflect on the practitioner's styles and talk about their feelings towards that style.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on a performance in the style of a given practitioner. A written evaluation showing evidence of self and peer assessment.</p>	<p><b>HALF TERM 6 – Devising Project</b> Students will work in groups on a devising project where they music choose their own stimulus and allocate roles within their group.</p> <p><b>STUDENTS MUST KNOW:</b> •A range of devising techniques and how to structure a performance •How their performance will link to their chosen stimulus.</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Formal assessment based on a short devised performance linking to a stimulus chosen by the group. A written evaluation showing evidence of self and peer assessment</p>

**Embedding this knowledge can be supported at home by going to the theatre and seeing professional performances that can influence and inspire in order to gain ideas of their own, encouraging students to take part in extra-curricular activities such as Drama Club or school productions, seeing if there are any local performing arts groups for them to get involved and take part in. There are also hundreds of shows/clips on [www.youtube.com](http://www.youtube.com) showcasing a broad range of performances which students can access and explore.**